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Jumping from the highest graded readers to ungraded novels: Four case studies

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Abstract

This study follows a small group of learners in the UK to the end of a graded reading program using the Cambridge Readers and investigates whether this particular graded reading series provides a bridge to reading unsimplified novels for pleasure. The participants' reading comprehension, reading rates, vocabulary text coverage, and overall affect were measured and used for comparison between two of the highest level Cambridge Readers and two ungraded novels. The four books were also analysed to investigate the potential 'gap' in vocabulary coverage between graded and ungraded fiction. The overall results revealed that learners can progress from a graded reading program using the Cambridge Readers to reading unsimplified novels for pleasure, but are likely to experience a reduction in vocabulary coverage from over 98% to around 95%. It was also found that the gap between graded and unsimplified novels may not be as big as previously thought.

Keywords: extensive reading, graded readers, reading comprehension, reading speed, reading pleasure

Extensive reading is now widely accepted as a useful pedagogic activity (Day & Bamford, 1998; Krashen, 1993; Waring, 2011), with Maley (2005) concluding that, "extensive reading is the single most effective way to improve language proficiency" (pp. 354–355). There is widespread evidence for the effectiveness of extensive reading, including the 'book flood' studies in Fiji (e.g., Elley & Mangubhai, 1981) and Lightbown, Halter, White, and Horst's (2002) study of young ESL learners in Canada. The latter study is particularly interesting as it showed that after three years, learners who had only partaken in extensive reading (with taped listening) performed on measures of comprehension as well as, if not better than, learners who had received instruction (audio-lingual) over the same period of time. Furthermore, the extensive readers also performed better on some measures of oral production despite the fact that they had had no interaction with any teachers.

For extensive reading to be effective, it must be comprehensible and meaningful. However, unless learners are at an advanced stage of their language development, the vocabulary loads of unsimplified reading texts¹ (e.g., newspapers, novels) will probably be too high for the input to be comprehensible (Schmitt, 2008). Therefore, in order for learners at a variety of proficiency levels to access extensive reading, simplified texts must be used (Nation, 2009a). Although simplified texts have had their critics (e.g., Bernhardt, 2011; Han & D'Angelo, 2009; Honeyfield, 1977), rejecting this methodology would deny learners the opportunity to benefit from incidental language learning through reading, as well as the opportunity to develop fluency in reading (Nation, 2001). In essence, simplified texts are developed and used because developing second language readers need them (Day & Bamford, 1998).

The main type of simplified text used with second language learners are *graded readers*: complete books that have been prepared within a strictly controlled vocabulary and grammar, and are typically divided into several levels. The lowest levels contain only a few hundred headwords², most go up to around 3,000 headwords, and the very highest levels from Cambridge and Oxford go up to around 4,000–5,000 headwords. However, one area that deserves investigation is what happens once learners finish the highest levels: does the use of graded readers really “promote learning by providing a smooth and orderly progression to ‘full’ English, as it is supposed to?” (Honeyfield, 1977, p. 431)

In a 2008 thread on the Extensive Reading Foundation's former blog, Nation argued that the vocabulary gap between current series of graded readers and unsimplified texts is too great. Waring (2008) conceded that there is a gap in a mathematical sense, but argued that there may not be much of a gap for learners who are motivated to move on to unsimplified texts.

Nation (2006) asserted that it is a difficult jump for learners, calculating that it requires around 8,000–9,000 word families to obtain 98% coverage of the running words in unsimplified texts, a percentage which is thought to permit independent reading (Hu & Nation, 2000). This is far above the most advanced graded reader level. In order to fill this gap, Nation and colleagues (e.g., Hirsh & Nation, 1992; Hu & Nation, 2000; Nation & Anthony, 2013; Nation & Wang, 1999) argued that graded readers should advance further into the mid-frequency (3,000–9,000) band (Schmitt & Schmitt, 2012) in order to prepare learners for unsimplified texts³. Others argue that there is no need for more graded readers:

From my experience learners at this [highest graded reader] level usually want to wean themselves off [graded readers] and try native texts even if they are actually hard and even if the coverage rate isn't perfect for fluent reading. Sure this means that they'd be reading more intensively, but at the same time they'd be getting the huge motivation of being able to read native texts. Moreover, they would most likely choose 'easier' native texts—ones they feel they could cope with (Waring, 2008).

So where do learners find themselves at the end of the graded reading journey? Are they ready to make the jump to reading ungraded texts or not? In the end, this is an empirical question, which this study addresses by following four learners through a long-term extensive reading program and into their first ungraded novels.

Reading Aspects Necessary for Moving to Ungraded Texts

If learners are to successfully move from graded to ungraded fiction, they must be able to maintain adequate comprehension and reading speed, and must still enjoy the reading without feeling that it is becoming too difficult. Let us explore each of these (comprehension, reading rate, and perceived ease/pleasure of reading) in turn.

Comprehension

The relationship between comprehension and knowledge of word meanings is, according to Perfetti, Landi, and Oakhill (2005), a view accepted by everyone. The comprehension and vocabulary relationship has largely been discussed in the literature from the perspective of vocabulary load, typically comparing the percentage of words known in a text (vocabulary coverage) against percentage of comprehension obtained from reading that text. Schmitt, Jiang, and Grabe (2011) found that there is a linear relationship between coverage and comprehension. That is, the more vocabulary known within a text, the better the comprehension (see also Pulido & Hambrick, 2008). Laufer and Ravenhorst-Kalovski (2010) suggested two useful coverage points: an optimal one at 98%, which enabled their Israeli participants to read English independently (i.e., functional independence), and a minimal one at 95%, which allowed the learners to read with some guidance and help⁴. Based on Nation's (2006) analysis of novels and newspapers, 98% coverage requires mastery of the first 8,000–9,000 word families in English, while 95% coverage entails about 4,000 families⁵. Laufer and Ravenhorst-Kalovski's analysis of texts provided very similar figures. These figures suggest that learners finishing the highest graded reader levels (topping out at 4,000–5,000 headwords) may struggle to read unsimplified texts like novels and newspapers independently, although they may be able to do so with support, such as teacher explanation and elaboration, and the use of dictionaries.

Reading Speed

A person's reading rate depends on the purpose of reading (Carver, 1992), although unfamiliar language or content can slow all types of reading. Overall, a good first language (L1) reader can be expected to read most texts somewhere between 200 and 300 words per minute (wpm) (Carver, 1992; Grabe & Stoller, 2011). Reading speeds in excess of 300 wpm are not the result of careful reading (Urquhart & Weir, 1998), and expeditious reading strategies, which allow such speeds (e.g., skimming and scanning), are not the extended, sustained type of reading usually associated with extensive reading.

Reading rates for second language learners are typically less than for native speakers, often far less. Segalowitz, Poulsen, and Komoda (1991) pointed out that even those advanced bilinguals who function with great facility in two languages may read 30% more slowly in their second language (L2). In fact, low reading speed is likely to be a handicap for all but the most proficient learners (Bell, 2001). This is especially true when L2 readers read so slowly that it has a negative impact on their comprehension. Grabe (1991) stated that “the reader needs to maintain the flow of information at a sufficient rate to make connections and inferences vital to comprehension” (p. 378), but there is little firm evidence of precisely at what speed comprehension breakdown begins to occur. Anderson's (2009) view is that reading fluency should be defined as “an

adequate rate with adequate comprehension” (p. 130). He set targets for L2 readers at 200 wpm for rate and 70% for comprehension. However, if we use L1 reading research as a guide we can see that standardized silent reading rates for normal, general reading increase as children move through the grade levels (e.g., Grade 2 students reading at 121 wpm, Grade 6 at 177 wpm, and Grade 12 students at 261 wpm, Carver [1992]), so perhaps one target rate is not appropriate for all L2 learners, but should be adjusted for proficiency level.

Graded readers are designed to make the language more accessible, and one of the outcomes is that learners have the opportunity to develop their reading fluency. Iwahori (2008) reviewed a number of extensive reading studies which show that learners who participate in even relatively short-term extensive reading programs using graded readers are able to achieve gains in reading speed. In her own study of beginner-level Japanese secondary school learners, reading rates improved from a mean of 84 wpm to 112 wpm over seven weeks. Given that an important element of speed is rapid recognition of vocabulary, one might surmise that the increased percentage of unknown vocabulary will slow down the reading process when learners make the jump from graded to ungraded texts.

Perceived Ease/Pleasure of Reading

A wide range of evidence exists that extensive reading in general is motivating and well-received by learners (e.g., Day & Bamford, 1998; Nation, 2009a; Waring, 2011). For example, Al-Homoud and Schmitt (2009) found their Saudi EFL learners’ attitudes towards extensive reading were much more positive than their attitudes towards intensive reading and vocabulary exercises. This positive reception is largely down to graded readers, which are designed to be both easy and pleasurable to read if the appropriate level is selected by learners. However, one must keep in mind that an eventual goal for many learners is the ability to read ungraded texts, and it must surely be satisfying when learners reach the point where they can do this without undue strain. Getting to this point takes time though, and there is little evidence of how perceived ease and pleasure of reading changes when learners try to make the jump from graded readers to ungraded texts.

Taken overall, there is reason to question learners’ ability to successfully move from the highest graded readers to ungraded texts. Analysis of the vocabulary requirements of unsimplified texts suggests that comprehension could suffer, and maintaining reading speed may also be a problem. In terms of reading ease and pleasure, we simply do not know how the graded→ungraded jump affects these aspects. Moreover, we could find no research that directly explored this particular ‘step-up’ in reading level. Therefore we have designed a study to explore this issue with the aim of answering the following questions:

1. What is the gap between the highest level of graded readers and two ungraded novels in terms of vocabulary load?
2. Do learners have the requisite vocabulary knowledge to meet this gap?
3. What happens to learners’ comprehension as they make the jump from the highest level of graded reader to two examples of ungraded fiction?
4. What happens to learners’ reading speed as they make the jump from the highest level of graded reader to two examples of ungraded fiction?

5. What happens to learners' perceptions of reading pleasure and ease as they make the jump from the highest level of graded reader to two examples of ungraded fiction?

The answers to these questions will inform the more global question of whether the gap between graded and unsimplified fiction is a bridge too far, or if an extensive reading program using current levels of graded readers can provide a smooth transition to reading unsimplified texts for pleasure.

Methodology

Participants

The main aim of this study is to examine how well an extensive reading program can help learners transition to reading unsimplified novels for pleasure. As such, it was necessary to use participants willing to commit to an extended reading program. We found these in a small group of ESOL learners who were part of a long-term reading project in the UK. The four participants were female adult immigrant ESL learners, two Polish and two Lithuanian, who were members of a weekly book club. Three had achieved an ESOL Level 1 certificate. The fourth participant did not study English in the UK, and had no English qualifications, but based on her reading level and informal interview, was judged to be at an upper-intermediate level of proficiency. The participants' vocabulary sizes based on scores from the Vocabulary Size Test up to the 10,000 level (Nation & Beglar, 2007) ranged between 4,700–6,000 word families. Based on their reading level, observed proficiency, and vocabulary size, all participants were at an upper-intermediate level, roughly B2 on the CEFR scale. All of the participants were selected on the basis that they were already reading, or very close to reading the Level 5 Cambridge Readers (2,800 headwords), could commit to a 30-week schedule during which around 22 books could be comfortably read, and were willing to volunteer for the extended research study. Overall, the participants were extremely keen and motivated readers, and were excited to be participants in this research program. See Table 1 for the individual participant's details.

Table 1. *Description of participants*

Participant	Age	Gender	Nationality	Vocabulary Size	Highest English Certificate	Time spent in L2 host environment
Rose	32	F	Lithuanian	6,000 ^a 6,600 ^a	City & Guilds ESOL Level 1	8 Years
Angelina	28	F	Polish	4,700 ^a 4,900 ^b	Cambridge ESOL Level 1	5 Years
Marta	28	F	Polish	5,600 ^a 6,400 ^b	N/A	6 Years
Deimante	26	F	Lithuanian	5,800 ^a 6,500 ^b	Cambridge ESOL Level 1	2 Years

Note. *Based on highest qualification achieved before the start of the research study.

a. Measured before starting Level 6 readers

b. Measured after reading Level 6 readers and before ungraded novels

Materials

Following a small trial using a selection of readers from a variety of publishers, the learners in the book club (from which the participants were eventually recruited) decided that overall they preferred the Cambridge Readers. Although the Cambridge Readers being original works of fiction was a significant factor in this decision, the group club members generally felt that this graded reading series was more appropriate for adult readers (see Appendix A for a description of the series). The readers used for the study consisted of over 20 Level 5 and 6 titles (Appendix B). Other than the fact that the participants were already reading them, the Cambridge Readers proved to be particularly useful for this study for two key reasons. First, the number of headwords at Level 6 (3,800) goes further than most other published graded reader series, so we can assume that this would allow for a smoother progression to unsimplified novels. Second, the Cambridge Readers are original fiction written for adult learners rather than simplified classics. This reduces the impact of background knowledge and provides a fairer comparison with unfamiliar unsimplified fiction. The selection of the two unsimplified novels involved several criteria: a) it was felt that the length of the books should be kept to a minimum so that the jump in reading ‘quantity’ was not too great; b) the genres should be representative of those found in the Cambridge Readers series; and c) the readers preferences should be taken into account. Three out of four of the participants helped to select the books based upon reading the blurb on the back cover. The two Level 6 readers and two ungraded novels chosen for comparison are shown in Table 2.

Table 2. *Graded readers and ungraded novels used in the study*

Book Title	Author	Year Published	Type	Length
Murder Maker	Margaret Johnson	2003	Level 6 Reader	27,946
This Time it's Personal	Alan Battersby	2003	Level 6 Reader	24,602
Peaceful Warrior	Dan Millman	1980	Ungraded Fiction	65,713
The Innocent	Ian McEwen	1990	Ungraded Fiction	85,938

Instruments

In this study the data is drawn from vocabulary tests, comprehension scores, reading speeds, and reading pleasure/ease perceptions of the participants, as well as a vocabulary analysis of each of the four books.

Vocabulary test. It was important to measure the participants' knowledge of the particular vocabulary that occurred in the four books. Testing such a large number of words poses a challenge in terms of practicality, and so we generally followed the procedure of Schmitt, Jiang, and Grabe (2011), which utilized a Yes/No test format (i.e., learners self-rate their knowledge by ticking the words they think they know). The four books were electronically scanned in their entirety and all proper nouns were removed from the output. Most of the proper nouns were first names (*Dan, Carla, Leonard*) and places (*San Francisco, Cuba, London*) and despite being low-

frequency, would be easily understood from context (see Nation & Wang, 1999). One of the books (*The Innocent*) also contained a number of German words, which were also removed. The scanned files of each book were submitted to a *Lextutor* frequency analysis (www.lexutor.ca), which created an alphabetic word family list for each book. It was assumed that, as the participants had successfully progressed through the Cambridge Readers series to the 3,800 word level, they would have good knowledge of the most frequent 2,000 word families. (Subsequent scores on the VST confirmed this assumption.) The most frequent 2,000 word families were therefore not included in the test design. The remaining families (>2,000) of each book were sampled at a 1:4 ratio to create four individual vocabulary tests. This is a very high sampling rate compared with most other tests (Meara, 2010), and should provide quite an accurate estimate of the participants' knowledge of the words in the books. As the books were all of different lengths, this process resulted in a different number of target word families for each book, with the tests for the ungraded novels being substantially longer (*Murder Maker* 128, *This Time it's Personal* 132, *Way of the Peaceful Warrior* 528, *The Innocent* 615).

There is always the danger that participants will tick words that they do not know. To control for this, Schmitt, Jiang, and Grabe (2011) inserted plausible nonwords (*cudinary*) into their test, and deleted participants who chose too many of these, but this procedure posed problems for a study with only four participants. Interestingly, during piloting it was observed that none of the nonwords was chosen when a researcher was present in a one-to-one situation. We therefore decided to use nonwords in the tests, but have the first author present as a resource person during the administration of the Yes/No tests. Participants were allowed to ask questions to eliminate ambiguity on issues such as pronunciation, homographs, and decontextualised vocabulary (e.g., Is *crawl* the same as *crawling*?). To increase validity, every fourth word was assessed orally to confirm that the learners understood the meaning of the words, as opposed to simply recognising that the words exist (an issue that arose during piloting). See Appendix C for an extract of one test.

Comprehension tests. The comprehension measures also draw on the innovative test designs of Schmitt, Jiang, and Grabe (2011) by employing a combination of multiple-choice questions (MC) and graphic organisers (GO), while in addition including a written recall measure (WR) inspired by Hu and Nation (2000) and Bernhardt (2011). Thus, a three-part reading test was created for each book. The MC tests contained fifteen 4-option items, such as the following item:

Chapter 11

1. What made Carla start to change her mind about killing Pete?

- a) She was falling in love with Pete
- b) Cathy was reliant on Pete's money
- c) Cathy wouldn't see her son again
- d) She wanted to stop killing people

Candidate items were piloted with two native speakers before they read the books. Items that could be answered were eliminated, on the basis that they were too easy to guess. The native speakers then read the books and re-took the revised MC tests. They were then able to answer

almost all of the questions, which showed that the items were not too difficult. Although more pilot native speakers would have been desirable, this was not practical due to the amount of reading involved (4 books).

The graphic organizer tests incorporated the major discourse structures of the novels (20 items). Although our participants were likely to already have a well-developed knowledge of narrative structures, the GOs were nevertheless more complex and required more cognitive processing than the MC items.⁶ They required the participants to recognize the organizational pattern of the texts and to see clear, logical relationships between already filled-in information (Schmitt, Jiang, & Grabe, 2011), as illustrated in the two examples below:

LIQUID	Mouthwash	Weed Killer	Mouthwash & Weed Killer mixture
COLOUR	7.	8.	9.

Figure 1. Graphic organizer taken from *Murder Maker*

The table mail service (Chapter 4)

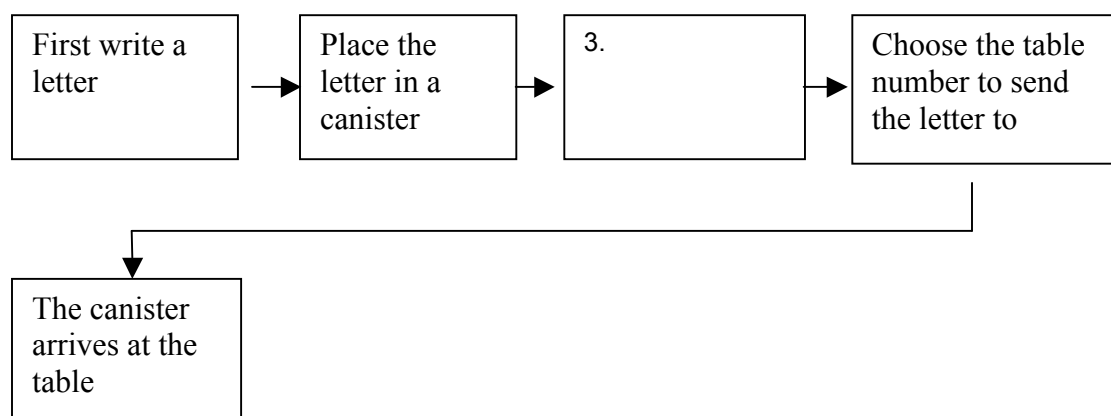


Figure 2. Graphic organizer taken from *The Innocent*

Recall measures enable researchers to examine the manner in which readers reconstruct a text (Bernhardt, 2011). A number of studies have used written recalls by asking participants to read the text then write as much as they can remember in their first language (e.g., Keshavarz, Atai, & Ahmadi, 2007; Pulido & Hambrick, 2008; Young, 1999). However these studies were all conducted on participants with identical L1s and used relatively short texts (between 164 and 648 words). This approach would obviously be impractical for texts of up to 90,000 words and with participants with different L1s. A solution to this was to create a timeline GO for each of the four books to form the basis for a cued written recall. The timeline summarized the main events and important details in chronological order as separate ‘blocks’ to form a chronological

chain. Fifteen of the blocks were removed requiring the participants to fill in as much of the missing information they could remember between two given points as the example below illustrates. For ease of scoring, the participants were required to complete the recall in English.

Leonard walked to the plane. Just before he walked up the steps for the plane he turned around
13.
Leonard boarded the plane hurt and angry

Figure 3. Written recall taken from *The Innocent*

The MC and GO items were scored by giving one mark for each correct answer. However, the scoring method for the written recall was a little more complex, allowing for variations in acceptable answers. We followed a similar scoring system to that of Pulido and Hambrick (2008) by awarding 4 points for recalling the main gist of a proposition, 2 points for recalling a fragment, and 0 points for zero, or incorrect recall (see Appendix D for an extract of the marking scheme). The recall measure scores were discussed by two raters, who came to agreement in all cases.

Reading Speed Tests. While there are no standardized tests that measure reading speed (Al-Homoud & Schmitt, 2009), Alderson (2000) suggests it is likely to be easier to measure reading speed using longer texts. Interestingly when Macalister (2010) compared average reading speeds of three different texts, he found significant variations within individual participants' results. Some participants' results showed a steady increase from one text to the next, some showed a steady decrease, while others showed no patterns of linearity whatsoever. This could suggest that in order to obtain more reliable reading speeds, multiple tests of multiple texts are required along with substantial time limits.

The participants in this study were assessed on their reading speed for all four books for comparison. They were instructed to read at a comfortable pace and timed on three separate five-minute samples from the beginning of each book. At the end of each five-minute set, the participants were asked to underline the last word they reached. The reading speed for each set was measured, recorded in words per minute, and the three scores averaged to produce an overall 15-minute mean reading speed score. The overall 15-minute measure was far more time than other studies have allowed (e.g., three minutes [Al-Homoud & Schmitt, 2009; Bell, 2001], and ninety seconds [Macalister, 2010]).

Perception of reading ease/pleasure questionnaires. The questionnaire for this study was designed to measure two aspects of the participants' reading experience. The first five questions examined the learners' feelings towards the reading (pleasure), and the second five questions examined areas of difficulty experienced (if any) during the reading (see Appendix E for the full questionnaire). A six-point Likert scale (avoiding a middle category) was designed ranging from

1 ‘strongly disagree’ to 6 ‘strongly agree’. In order to prevent participants’ simply agreeing with all the questions in order to provide a positive response, or “acquiescence bias” (Dörnyei, 2010, p. 43), the final version of the questionnaire required participants to mark both sides of the rating scale for positive responses (see examples below). The questionnaire was continuously revised and improved as the participants answered it for each of the eight Level 6 readers they read for the book club before beginning *Murder Maker* and *This Time it’s Personal*. By the time the study proper began, the questionnaire was working well, and the participants were very familiar with it. Using the actual research participants for the questionnaire development was advantageous as it provided a more accurate picture of how the items would work in actual practice (Dörnyei, 2010). Originally, the questionnaire contained a further section measuring participants’ motivation; however as all of the participants were clearly already enthusiastic readers this section provided little information of use and was removed. The full questionnaire is found in Appendix E as highlighted earlier in the paragraph. There is no table or figure available for the original draft containing the section on ‘motivation.’

Procedure

The four participants were members of a book club, where they read a graded reader each week in their own time. They met once a week in a café with the first author to discuss the books they had read, in the manner of a traditional book club. While they read the final four books for the study, they were not permitted to attend the book club or discuss the books.

Participants first completed ten self-selected Cambridge Readers at Level 5 (2,800 headwords). The participants were then free to choose eight books they wanted to read at Level 6, with the final two books (*Murder Maker* and *This Time it’s Personal*) reserved for the test battery. The books were read at a rate of one book a week, which was a comfortable pace for the participants. Before reading *Murder Maker*, the first of the two Level 6 readers to be used for assessment, the participants took the vocabulary test of its words. They were then assessed for reading speed before being given the book to read independently at home. Once the book had been completed, the participants completed the questionnaire. The next stage was to answer the comprehension questions. The written recall was completed first so that no further information could be gained from the other tests. The MC and the GO tests could be completed in any order as both were distinctly different from each other and covered different aspects of the book. It was felt, given the length of the texts, that the MC and GO measures could be testing memory as much as comprehension; therefore the participants were allowed to refer to the books during this part of the test.

This procedure was repeated for the final Level 6 book *This Time it’s Personal*. The final two books (ungraded novels) followed an identical procedure, with the exception that the participants were given up to four weeks to finish reading each book due to the length of the novels. The final two Level 6 readers and two ungraded novels were analysed for vocabulary content, and this was compared to the learners’ knowledge of the words in the books. The length of the study from the beginning of Level 5 to completion was approximately 29 weeks in total. See Appendix F for the complete research procedure timeline.

Results and Discussion

The main focus of this study is to see if graded readers provide a manageable progression to reading ungraded novels. To explore this issue, a vocabulary content analysis was carried out on all four books. This was compared to the participants' knowledge of the words in each individual book to obtain a percentage coverage figure for each book. To explore the differences in reading experience of the graded and ungraded books, the participants' comprehension, reading speed, and perceptions of pleasure/ease were also compared. Each of these is discussed in turn.

Vocabulary Coverage

The four books used for this study were electronically scanned and submitted to the *VocabProfile* lexical frequency software. The resulting data are summarized in Table 3. The data in the first row shows that the first 1,000 (K1) word families from the British National Corpus (BNC) account for 88.38% of the running words (tokens) in the novel *Murder Maker*. The first 2,000 (K1+K2) word families of the BNC accounted for 95.08% of the tokens, and so on. In other words, knowledge of the first 2,000 word families of the BNC would provide 95.08% coverage of *Murder Maker*.

Table 3. *Vocabulary coverage figures for the four books (%)*

Frequency Level	Graded Readers		Ungraded Novels	
	Murder Maker	This Time it's Personal	Peaceful Warrior	The Innocent
K1	88.38	86.04	83.16	85.36
K2	95.08	93.73	90.25	91.66
K3	97.60	97.03	93.62	95.02
K4	98.44	97.82	95.32	96.40
K5	99.00	98.28	96.39	97.40
K6	99.17	98.63	97.25	97.98
K7	99.24	98.89	97.65	98.42
K8	99.49	99.00	98.00	98.70
K9	99.51	99.15	98.28	99.00
K10-20	99.56	99.29	98.80	99.34
Off list	100.00	100.00	100.00	100.00

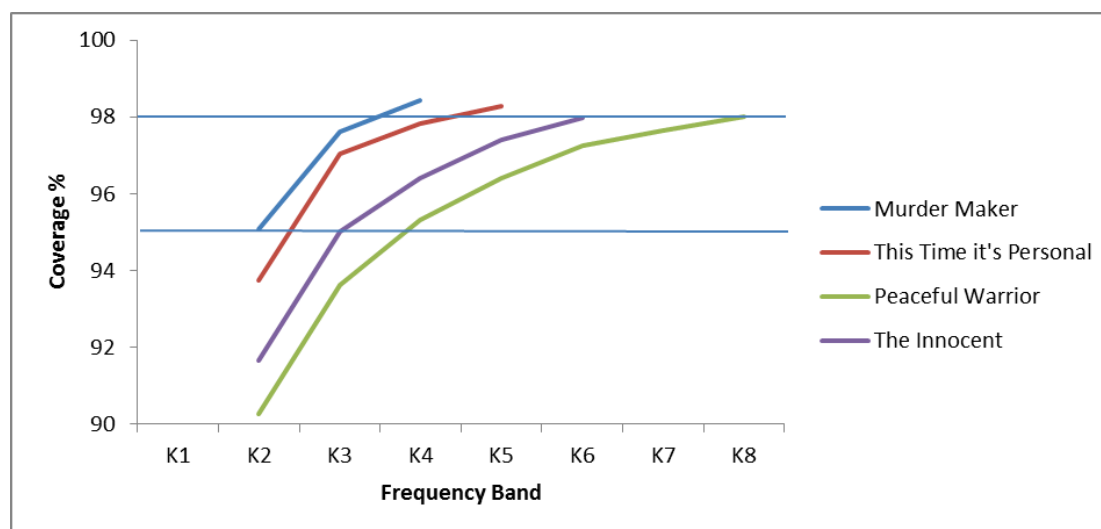


Figure 4. Vocabulary coverage figures for the four books (in %)

Figure 4 highlights the clear distinctions between the coverage percentages of each book. Interestingly, the data shows that the 2,000 most frequent words from the BNC provide over 90% coverage of all four books. However as previous research has shown that coverage figures of between 95% and 98% are necessary to achieve adequate comprehension (Laufer & Ravenhorst-Kalovski, 2010), it is these figures that will be used to compare the difference in vocabulary coverage between the four books.

Table 3 shows that the first 2,000 word families provide over 95% coverage of the tokens in *Murder Maker*. The 3,000 most frequent families provide over 95% coverage for both *This Time it's Personal* (97.03%) and the ungraded novel *The Innocent* (95.02%). It would take knowledge of nearly the 4,000 most frequent families to gain 95% coverage of *Peaceful Warrior*. If we compare these 'jumps' with those found in the Cambridge Reader series (Appendix A), we can see that a Level 1 book contains 400 headwords compared to a Starter level book, which contains only 250 headwords. This represents a jump, or a 'ladder up,' of around 150 headwords. Comparing this with a 1,000 word jump between a book at Level 5 (2,800) and Level 6 (3,800), we can see that as the vocabulary levels become less and less frequent, the vocabulary jump between the reading levels increases. Using this logic to compare the books in this study, for 95% coverage there would appear to be a very manageable jump from the graded readers to *The Innocent*, and even the increase of approximately 1,000 word families to reach 95% coverage for *Peaceful Warrior* would seem an appropriate 'ladder up' in line with the progression of the Cambridge Readers Series. Thus, if 95% coverage is deemed adequate for extensive reading, then the jump from the highest graded readers to ungraded books may be challenging, but achievable.

However, current thinking is that 98% coverage is more appropriate for fluent, independent, pleasure reading (e.g., Laufer & Ravenhorst-Kalovski, 2010). Table 3 shows that *Murder Maker* reaches 98% with between 3,000 and 4,000 word families, and *This Time it's Personal* gets there with between 4,000 and 5,000. For the ungraded novels, *The Innocent* reaches 98% with around 6,000 word families, whereas *Peaceful Warrior* requires 8,000, which is in line with Nation's (2006) estimate that it takes 8,000–9,000 word families to read a variety of newspapers and

novels. While there is a steeper progression of around 1,500 word families from *This Time it's Personal* to *The Innocent*, this gap increases to over 3,000 word families between *This Time it's Personal* and *Peaceful Warrior*. This highlights the fact that some unsimplified novels are more difficult linguistically than others. Thus, if 98% coverage is required for extensive reading, then the jump from the highest graded readers to unsimplified novels may well be very difficult, as the vocabulary load can increase dramatically, although this is likely to depend a great deal on the novel selected.

Comparing Vocabulary Load with the Participants' Knowledge of Words in the Books

The above analysis outlines the vocabulary requirements of the four books, but how did this compare to our participants' actual knowledge of the words in the books? Their results on the book-specific vocabulary tests allow us to calculate the vocabulary coverage, which they knew for each book (Table 4). For the graded readers, the participants had at least 98% coverage, and in all but one case had 99% or more. Clearly, these learners should not have had any real problems with these readers on the basis of vocabulary. When the jump was made to the ungraded novels, the participants achieved, or nearly achieved 95% coverage. However, in only one case was 98% coverage achieved. This suggests that the jump to ungraded novels is only feasible if comprehension, reading speed, and pleasure/ease of reading can be maintained at 95% coverage. If 98% coverage is necessary for their maintenance, then the ungraded novels may simply be too difficult.

	Graded Readers		Ungraded Novels	
	<i>Murder Maker</i>	<i>This Time it's Personal</i>	<i>Peaceful Warrior</i>	<i>The Innocent</i>
Rose	99.5	98.9	94.9	95.7
Angelina	98.9	98.3	94.7	95.7
Marta	99.5	99.2	96.0	98.2
Deimante	99.5	99.3	95.4	95.2
Range	98.30 – 99.50		94.70 – 98.20	
<i>M</i>	99.10		95.70	
<i>SD</i>	0.42		1.09	

Overall Reading Comprehension

The above analysis suggests that the participants might have had problems coping with the ungraded novels, as 98% coverage is usually considered necessary for independent reading. The comprehension tests do show a slight tendency for lower comprehension with the unsimplified novels, but in most cases it is not substantial. (See Table 5 for individual participant results.) The overall mean score for the graded readers for all four participants was 83.25 out of 95 possible (range 72-91), which equalled 87.6%, compared to 67.75 (range 43-82) and 71.3% for the ungraded novels. However, in informal post-test discussions, it was discovered that Marta did not finish *Peaceful Warrior*, due to a lack of interest in the book, which almost certainly contributed to her lower scores for this novel. In contrast, we found out that Rose had watched the film of *Peaceful Warrior* prior to reading the book, which probably facilitated her relatively high comprehension scores. If we remove the data for *Peaceful Warrior* due to these

irregularities, then the overall mean score for all participants for *The Innocent* alone was 71.50 (range 56-82) and 75.3%. Overall, the participants had very good comprehension of the graded readers, and while this degraded somewhat with the ungraded novels, it was still quite good in absolute terms. Schmitt, Jiang, and Grabe (2011), using similar types of comprehension tests, found that 98% vocabulary coverage lead to 68.3% comprehension and 100% coverage lead to 75.3% comprehension for their non-native participants when reading unsimplified expository-type texts. Thus, our participants' comprehension when moving to the ungraded novels was comparable to these norms, although the narrative and chronological writing style and the availability of a storyline probably served to facilitate this comprehension. Moreover, our participants' comprehension meets or nearly meets Anderson's (2009) criterion for adequate comprehension. While not as good as their comprehension when reading graded readers, it can probably be seen as perfectly adequate for the purposes of pleasure reading.

The case study nature of the study allows us to look more closely at individual participant performance. Rose's scores, even if we allow for her movie watching, are fairly comparable between the graded readers and ungraded novels, although she struggled a bit on the graphic organizers for the ungraded novels. Angelina's scores were likewise similar, except for the written recall. Marta's scores were nearly as good on *The Innocent* as on the graded readers, and the lower scores for *Peaceful Warrior* can easily be explained by her not finishing the book. However, Deimante's scores are much lower for the ungraded novels than for the graded readers. Clearly, the participants varied between themselves in their comprehension levels, but more importantly in their ability to jump to ungraded novels. Rose, Angelina, and Marta seem to do fine, but Deimante clearly found the ungraded novels more difficult. This is clearly illustrated in Figure 5, where the participants' average scores are plotted (except for *Peaceful Warrior* due to the irregularities). For Rose, Angelina, and Marta, the decline in comprehension from *Murder Maker* to *This Time it's Personal* (both Level 6 readers) is about the same as from *This Time it's Personal* to *The Innocent* (Level 6 reader → ungraded novel). However, Deimante's comprehension actually improves slightly from *Murder Maker* to *This Time it's Personal*, but tellingly, falls dramatically on the ungraded novel. Interestingly, this cannot be explained simply by vocabulary knowledge, as Deimante had similar vocabulary coverage for *The Innocent* as the other participants (Table 4). It seems that learners vary in how well they can cope with the jump to ungraded novels.

Table 5. *Comprehension test results*

Participant	Comprehension test		Graded readers raw score (%)		Ungraded novels raw score (%)	
	Type	Max score	<i>Murder Maker</i>	<i>This Time it's Personal</i>	<i>Peaceful Warrior</i>	<i>The Innocent</i>
Rose	MC	15	13 (87%)	14 (93%)	15 (100%) ^a	14 (93%)
	GO	20	19 (95%)	18 (90%)	18 (90%) ^a	11 (55%)
	WR	60	46 (77%)	40 (67%)	46 (77%) ^a	42 (70%)
	Total	95	78 (82%)	72 (76%)	79 (83%) ^a	67 (71%)
Angelina	MC	15	15 (100%)	15 (100%)	12 (80%)	15 (100%)
	GO	20	20 (100%)	20 (100%)	20 (100%)	18 (90%)
	WR	60	56 (93%)	50 (83%)	40 (67%)	48 (80%)
	Total	95	91 (96%)	85 (89%)	72 (76%)	81 (85%)
Marta	MC	15	15 (100%)	15 (100%)	13 (87%) ^b	14 (93%)
	GO	20	20 (100%)	20 (100%)	14 (70%) ^b	18 (90%)
	WR	60	50 (83%)	48 (80%)	16 (27%) ^b	50 (83%)
	Total	95	85 (89%)	83 (87%)	43 (45%) ^b	82 (86%)
Deimante	MC	15	15 (100%)	15 (100%)	10 (67%)	14 (93%)
	GO	20	20 (100%)	20 (100%)	20 (100%)	16 (80%)
	WR	60	50 (83%)	52 (87%)	32 (53%)	26 (43%)
	Total	95	85 (89%)	87 (92%)	62 (65%)	56 (59%)

Note. Test type: MC = Multiple-choice; GO = Graphic Organizer; WR = Written Recall

a = Rose had previously watched the movie of the book

b = Marta did not finish the book

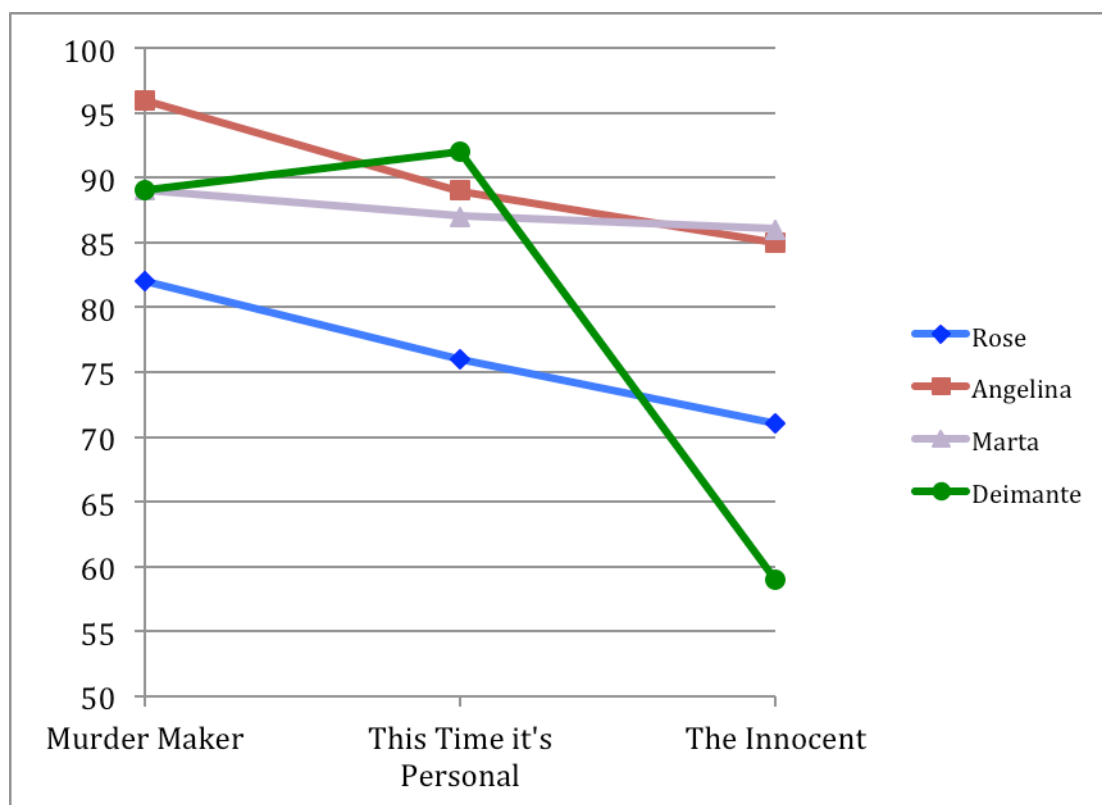


Figure 5. Average comprehension

Reading Speed

The results show that the overall average reading rate decreases slightly from the graded readers to the ungraded novels (Table 6). Considering the lower levels of vocabulary coverage in the ungraded novels (95-96%) compared to graded readers (98-99%) (Table 4), this is not surprising. Actually, what is surprising is how little the reading rate varies in spite of this substantial vocabulary coverage difference. While Rose and Deimante have a tendency for lower speeds with the ungraded novels, Marta and Angelina's speeds bounce up and down across the four books with no apparent pattern (Figure 6). It is also interesting to note that there is usually greater variability (i.e., more individual difference) in reading rates when reading the graded readers than when reading the ungraded novels.

It is useful to note what these results mean in real terms. If Rose read *The Innocent* at a consistent rate of 163 wpm, it would take her 8 hours and 48 minutes to complete the book, compared to 7 hours flat at a consistent rate of 204 wpm (her rate when reading *Murder Maker*). This additional time is probably negligible when reading for pleasure. Overall, these results indicate that our participants suffered no serious degradation in reading speed as they made the jump to the ungraded novels.

Table 6. *Reading speed results (words per minute)*

Participant	Graded Readers		Non-Graded Novels	
	<i>Murder Maker</i>	<i>This Time it's Personal</i>	<i>Peaceful Warrior</i>	<i>The Innocent</i>
Rose	204	178	173	163
Angelina	136	165	156	141
Marta	212	219	185	213
Deimante	172	176	166	163
Range	136-219		141-213	
<i>M</i>	183		170	
<i>SD</i>	27.53		21.49	

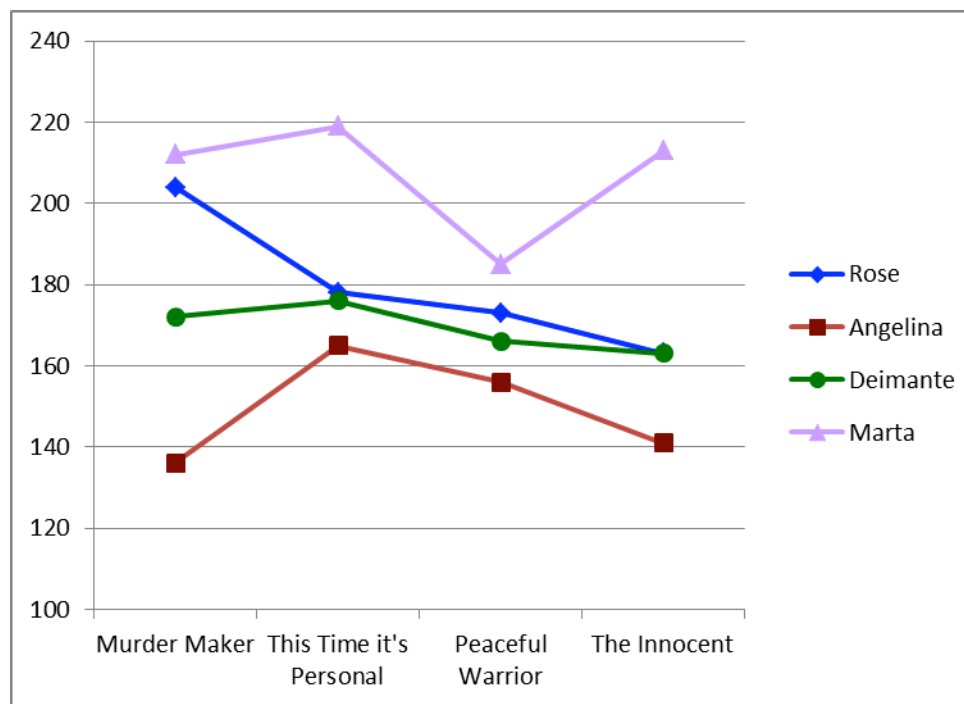


Figure 6. Reading speed results (words per minute)

Participants' Perceptions of Reading Pleasure and Reading Ease

As extensive reading is supposed to be a pleasurable activity (e.g., Day & Bamford, 1998), it was important to explore the participants' personal impressions about their enjoyment when reading the books, and how difficult they found the process. The extremely high mean combined with the small range and standard deviation confirm that the participants all found the Cambridge Readers to be well within their 'comfort zone,' that is to say they could be read easily with confidence (Day & Bamford, 1998). Furthermore, all of the participants enjoyed reading them. However, the pleasure and ease ratings went down substantially almost across the board for the ungraded novels. The ratings are also much more variable, as shown by the much wider range and SD figures. Even so, all of the reading pleasure ratings were on the positive side of the scale, except for Marta, who simply did not like *Peaceful Warrior*. While reading pleasure is somewhat dependent on each book's storyline, the ease or difficulty of the reading experience should be

more closely related to the linguistic demands of the particular book and one's language proficiency. The data shows that Marta found both ungraded novels easy (5.2 and 5.8), and Angelina somewhat less so (4.4 and 4.4). Rose found one ungraded novel easy (5.4) and one relatively difficult (3.0), while Deimante found both relatively difficult (2.4 and 3.6). This indicates that the pleasure and ease of reading depends on both the book and the participant. Overall, our participants liked the graded readers and found them accessible, while it was a mixed picture for the ungraded novels. The participants generally enjoyed reading these novels, but two (Rose and Deimante) sometimes found the books difficult. On balance however, the ratings seem to confirm that the participants did enjoy the jump to ungraded novels, and were largely able to do this successfully.

Table 7. *Participants' perceptions of reading pleasure and reading ease*

Participant	Measure	Cambridge Readers		Ungraded Novels	
		<i>Murder Maker</i>	<i>This Time it's Personal</i>	<i>Peaceful Warrior</i>	<i>The Innocent</i>
Rose	Pleasure	5.8	4.4	5.8	3.6
	Ease	6.0	6.0	5.4	3.0
Angelina	Pleasure	6.0	5.2	5.8	4.8
	Ease	5.6	5.8	4.4	4.4
Marta	Pleasure	5.8	6.0	2.6	5.4
	Ease	6.0	6.0	5.2	5.8
Deimante	Pleasure	5.2	5.6	5.0	3.4
	Ease	6.0	6.0	3.6	2.4
<u>Pleasure</u>					
Range		4.4 – 6.0		2.6 - 5.8	
<i>M</i>		5.50		4.55	
<i>SD</i>		0.55		1.20	
<u>Ease</u>					
Range		5.6 – 6.0		2.4 – 5.8	
<i>M</i>		5.93		4.27	
<i>SD</i>		0.32		1.20	

General Discussion

Nation (2009b) suggests that a substantial gap of 5,000–6,000 word families exists between graded readers and unsimplified texts, but the *Lextutor* analysis in this study found the gap to be considerably smaller than Nation's estimate, with a maximum gap of 3,000–4,000 word families. This still highlights a huge potential hurdle for learners; however, what is really important is how well the participants actually did when moving to the ungraded novels. The mean scores of the book-specific vocabulary tests indicate that the participants' vocabulary coverage dropped from 99.1% (*SD* 0.42) for the two graded readers to 95.7% (*SD* 1.09) for the two ungraded novels. In essence, the participants experienced a reduction in coverage from over 98% to around 95% when making the transition to unsimplified novels. This represents an increase in unknown vocabulary from approximately one in every hundred words to around one in twenty five. This is particularly interesting as these two coverage figures are similar to the 'optimal' (98%) and 'minimal' (95%) thresholds required to achieve adequate comprehension as suggested by Laufer and Ravenhorst-Kalovski (2010) and remain within the parameters where extensive reading can

occur (Nation, 2009a).

In terms of comprehension, the participants generally were able to achieve good comprehension of the ungraded novels, albeit less than for the graded readers. Using the 68.3% comprehension figure which Schmitt, Jiang, and Grabe (2011) found for 98% vocabulary coverage, our results show that three of the four participants were able to read both of the books with adequate comprehension (with the exception of Marta's unfinished book). Even Deimante's comprehension results of 59% and 65% show that she was able to comprehend large amounts of the novels.

Likewise, the participants' reading speed did not systematically suffer when moving to the ungraded novels, despite the lower vocabulary coverage. What was more noticeable was the variation in the overall reading rates. Both the range and the standard deviations were larger for the graded readers than for the ungraded novels. Interestingly, Fraser (2007) also noted greater variability in reading rates when learners read in their L1 compared with their L2. These findings could suggest that when learners have greater control of the language in a text, they have more flexibility as a reader. Furthermore, the participant with the slowest overall reading rate (Angelina) actually performed best overall on the comprehension measures.

The results of the questionnaire further corroborate these findings with the three participants reporting all of the books (with the exception of Rose for *The Innocent*) to be generally within their comfort zones. It is also interesting to note that Marta quit *Peaceful Warrior* because the issues in the book made her feel uncomfortable, not because she found the text difficult. Rose and Angelina found both ungraded novels pleasurable, while Marta and Deimante liked one of the two. Thus, it seems that our participants' reading pleasure had more to do with the book selection than the fact that they were ungraded novels.

Finally, while the irregularities with *Peaceful Warrior* present a limitation to our results, they do highlight the ecological validity of our study. From an extensive reading point of view, 'the right not to finish a book' is Number 3 on the list of "The Rights of The Reader" by Pennac (2006, p. 145). Likewise, Rose's viewing of the *Peaceful Warrior* movie also reflects the type of interaction found between reading and other media. Although not as empirically rigorous as we would like, our results based on a long-term reading program may well mirror 'real world' effects better than a more tightly controlled study.

Conclusion

So in the end, can learners make the jump from the highest graded readers to unsimplified novels? The answer generally seems to be yes, at least for the type of highly motivated reader we had as participants, and the novels used in this study. Most of our participants made the jump to the ungraded novels without sacrificing much comprehension, reading speed, or satisfaction. Two of the participants remain active members of the book club and continue to enjoy reading ungraded novels. Of course, this is not a blanket observation, as one of our participants found the jump difficult. Even though she enjoyed one of the ungraded novels, she felt more comfortable remaining with graded readers for the time being. Overall, we conclude that moving from the

highest graded readers to carefully selected ungraded novels is possible for motivated readers. While we believe that mid-frequency graded readers (such as Nation³ is providing on his website) are also useful, we feel that encouraging motivated readers to move to unsimplified novels after the highest graded reader levels can be pedagogically sound advice, especially if learners do as Waring (2008) suggests, and choose easier unsimplified texts, which they feel comfortable with. However, further research will be required to determine if these conclusions are also applicable to less motivated learners, and ones who are able to complete the higher-level graded readers with lower language proficiency. It will also be interesting to discover whether the results apply to other genres of reading material (e.g., expository texts).

Notes

1. There has been considerable discussion about the use of the term “authentic” in applied linguistics. It is commonly said that texts that have been removed from their original setting and taken into the classroom for pedagogical use have lost their authenticity. This can hardly be true when a graded reader has been written specifically for learners, as is the case with the Cambridge Readers. Thus we will avoid use of the term *authentic* and use the terms *ungraded* or *unsimplified* interchangeably for texts which have not been specifically written for L2 readers. Likewise, we will use the term *text* to refer to reading material in general, while the terms *novels* and *fiction* will interchangeably refer to the texts used in our study.
2. Publishers typically report the vocabulary load of their graded readers in number of *headwords* required. Unfortunately, few publishers spell out what they mean by this term (word family? lemma? Individual word form?).
3. Nation has began developing a number of mid-frequency graded readers and has made them freely available on his website: <http://www.victoria.ac.nz/lals/about/staff/paul-nation>
4. To put this figure in perspective, 98% would be the equivalent of six unknown words on a 300-word page (Grabe, 2009).
5. These coverage figures include knowledge of the proper nouns in the text.
6. The Graphic Organizers designed for the piloting phase of the research program also helped to familiarise the participants with this testing procedure prior to the actual study. More importantly the participants did not indicate any issues with Graphic Organizer format, and so they were considered a valid comprehension measure.

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Appendix A

Description of the Cambridge Readers Series

Level	Headwords	Approximate number of illustrations	Approximate number of words	Pages
Starter	250	30	2,000	32
1	400	16	4,000	32
2	800	10	10,000	48
3	1,300	0	15,000	64
4	1,900	0	20,000	80
5	2,800	0	25,000	96
6	3,800	0	30,000	112

Headword: *play, player, playing* = 1 headword

Appendix B

*Cambridge Readers used in the study**

Level 5

Battersby, A. (2000). East 43rd Street.
 Brennan, F. (2001). Windows of the Mind.
 Johnson, M. (2002). Jungle Love.
 Johnson, M. (2006). All I Want.
 Leather, S. (2006). Death in the Dojo.
 Maley, A. (2004). A Tangled Web.
 Maley, A. (2011). Forget to Remember.
 McGiffin, J. (2003). Emergency Murder.
 McGiffin, J. (2009). Murder by Art.
 Moses, A. (1999). Dolphin Music.
 Naylor, H. (2007). In the Shadow of the Mountain.
 Newsome, J. (2010). Dragons' Eggs.

Level 6

Battersby, A. (2003). This Time it's Personal.
 Hancock, P. (2000). A Love for Life.
 Harmer, J. (1999). Trumpet Voluntary.
 Harmer, J. (2011). Solo Saxophone.
 Johnson, M. (2003). Murder Maker.
 Leather, S. (2004). The Way Home.
 Maley, A. (1999). He Knows Too Much.
 Maley, A. (2009). The Best of Times.
 Moses, A. (2002). Frozen Pizza and other slices of life.
 Newsome, J. (2008). Nelson's Dream.
 Walker, C. (1999). Deadly Harvest.

* All published by Cambridge University Press

Appendix C

Vocabulary test for Murder Maker

- | | | | |
|-------------|----------------|--------------|----------------|
| 1. | 2. | 3. | 4. |
| ___ abroad | ___ miserable | ___ fir | ___ anonymous |
| ___ aacute | ___ puzzled | ___ flach | ___ dreadful |
| ___ armite | ___ allest | ___ heels | ___ fondly |
| ___ bare | ___ passage | ___ heribate | ___ hobby |
| ___ cheek | ___ adventure | ___ lamp | ___ lips |
| ___ devil | ___ bench | ___ mood | ___ mysterious |
| ___ divorce | ___ asseccion | ___ pavement | ___ poison |
| ___ faint | ___ parrion | ___ relieved | ___ rhythm |
| ___ guest | ___ concrete | ___ alert | ___ criel |
| ___ jeans | ___ convenient | ___ bond | ___ ethoes |

Note: The complete test for *Murder Maker* included 16 clusters containing a total of 101 words and 33 nonwords. In the above four clusters, the nonwords are *aclute*, *armite*, *allest*, *assection*, *parrion*, *flach*, *heribate*, *criel*, and *ethoes*. Nonwords accounted for around 20-25% of the final vocabulary tests.

Appendix D

Written recall mark scheme

Murder Maker

	General Gist	Marks Awarded
1	<i>Carla was really hurt. She went a bit crazy. She began drinking a lot. She was sleeping with strangers.</i>	2 answers - 4 Marks 1 answer - 2 Marks
2	<i>Carla was looking for somewhere to stay (close to Alec). She saw a notice for a room to rent and to apply in Bar Escorpian. She went to the bar to ask about the room.</i>	Answer in bold plus any one other answer – 4 Marks Any other answer – 2 Marks
3	<i>Carla followed Gina to a house. She found out that Gina had a boyfriend called Carlos</i>	2 answers – 4 Marks 1 Answer – 2 Marks
4	<i>Luis left Carla and Gina to talk in his car. He stayed close by to translate if they needed help.</i>	Answer in bold – 4 Marks Gina & Carla talked – 2 Marks

Appendix E

Reading Ease/Pleasure Questionnaire (Angelina's feedback)

This Time it's Personal

Reading Questionnaire

Read the following statements and say how much you agree or disagree with them by simply circling a number from 1 to 6. Please do not leave out any of the items.

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree			
1	2	3	4	5	6			
(Ex.) If you strongly agree with the following statement, write this:								
I like chocolate very much.			1	2	3	4	5	6
1. I enjoyed reading this book			1	2	3	4	5	6
2. I would recommend this book			1	2	3	4	5	6
3. This book was comfortable to read			1	2	3	4	5	6
4. The book was a real page turner			1	2	3	4	5	6
5. I want to read another book like this			1	2	3	4	5	6
6. I needed a dictionary to read the book			1	2	3	4	5	6
7. I read many parts of the book more than once			1	2	3	4	5	6
8. I often lost track of the story			1	2	3	4	5	6
9. It took longer than I expected to read this book			1	2	3	4	5	6
10. Overall I found the reading experience difficult			1	2	3	4	5	6

The Innocent

Reading Questionnaire

Read the following statements and say how much you agree or disagree with them by simply circling a number from 1 to 6. Please do not leave out any of the items.

Strongly Disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree			
1	2	3	4	5	6			
(Ex.) If you strongly agree with the following statement, write this:								
I like chocolate very much.			1	2	3	4	5	6
1. I enjoyed reading this book			1	2	3	4	5	6
2. I would recommend this book			1	2	3	4	5	6
3. This book was comfortable to read			1	2	3	4	5	6
4. The book was a real page turner			1	2	3	4	5	6
5. I want to read another book like this			1	2	3	4	5	6
6. I needed a dictionary to read the book			1	2	3	4	5	6
7. I read many parts of the book more than once			1	2	3	4	5	6
8. I often lost track of the story			1	2	3	4	5	6
9. It took longer than I expected to read this book			1	2	3	4	5	6
10. Overall I found the reading experience difficult			1	2	3	4	5	6

Appendix F

Research Procedure

Timing	Measure	Description of activity
Weeks 1 – 10	Book Club	Extensive reading – Cambridge Readers Level 5 (x 10)
Week 10	Vocabulary Size Test	MC Test (Nation & Beglar)
Weeks 10 – 18	Book Club	Extensive reading – Cambridge Readers Level 6 (x 8)
<hr/> Test Book 1 (<i>Murder Maker</i>)		
Week 19	Vocabulary Test for book	Yes/No vocabulary test
	Reading Rate	3 x 5 minutes timed reading
		Read the book
Week 20	Questionnaire	10 questions (pleasure/ease)
	Cued Written Recall	Fill in the missing information in a timeline
	Comprehension Questions	15 MC items and 20 GO tasks
Test Book 2 (<i>This Time it's Personal</i>)		
Week 20	Vocabulary Test for book	Yes/No vocabulary test
	Reading Rate	3 x 5 minutes timed reading
		Read the book
Week 21	Questionnaire	10 questions (affect/ease)
	Cued Written Recall	Fill in the missing information in a timeline
	Comprehension Questions	15 MC items and 20 GO tasks
Week 21	Vocabulary Size Test	MC Test (Nation & Beglar)
Test Book 3 (<i>Peaceful Warrior</i>)		
Week 21	Vocabulary Test for book	Yes/No vocabulary test
	Reading Rate	3 x 5 minutes timed reading

		Read the book
Week 25	Questionnaire	10 questions (affect/ease)
	Cued Written Recall	Fill in the missing information in a timeline
	Comprehension Questions	15 MC items and 20 GO tasks
Test Book 4 (<i>The Innocent</i>)		
Week 25	Vocabulary Test for book	Yes/No vocabulary test
	Reading Rate	3 x 5 minutes timed reading
		Read the book
Week 29	Questionnaire	10 questions (affect/ease)
	Cued Written Recall	Fill in the missing information in a timeline
	Comprehension Questions	15 MC items and 20 GO tasks

About the Authors

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